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AUTHOR	Kanter, Sandra L.; And Others
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ABSTRACT

This book is an outcome of a project examining how colleges and universities have instituted and carried out changes in their general education programs. The study involved a telephone survey and campus visits. The colleges and universities in the interview sample (N=71) ranged from large regional institutions offering undergraduate and graduate degrees to small local institutions offering only undergraduate degrees. Campus visits were made to 12 institutions. The results indicate that the curriculum change process must be open and collaborative to ensure that faculty will feel commitment to the outcome. Administrators cannot carry out general education programs without faculty, and an open process helps to motivate faculty and encourages both administrators and staff to join in support. Campuses that were successful in reform efforts had several common characteristics: they expected conflict and were willing to compromise; they encouraged an open design process; they prepared for implementation, recruited qualified teachers; they provided professional development activities; they offered rewards and incentives for faculty; they provided adequate resources; and they prepared for program evaluation. Appendices provide detail on methodology, list the institutions surveyed and visited, and include the telephone survey protocol and campus visit questionnaire. (Contains 120 references.) (JLS)

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